

All on the Same Page? Contrasting Faculty and Staff Perceptions of
University Commitment to Diversity

by

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Introduction

Universities in the United States experience demographic, business, and community pressure to hire, retain, and educate women and ethnic minority faculty, staff and students. Responses to this pressure have changed over time from isolated initiatives focused on creating access for a broader range of students and employees to comprehensive diversity initiatives designed to create welcoming campus environments for people of all backgrounds. Current literature on the assessment of diversity in higher education suggests the need to use approaches that include attention to the entire university. Despite this shift toward a comprehensive understanding of diversity in the university, there has been very little inclusion of the non-instructional staff experience in that literature.

Models of change related to diversity developed in the 1990s and 2000s emphasize the need for normative and cognitive change in addition to structural or policy change (Smith & Wolf-Wendel, 2005). It is not enough to engage in diversity activities, it is important that those activities contribute to the building of new norms and ways of thinking that support students, faculty and staff from diverse backgrounds. This research project examined diversity norms in public university settings. Specifically, this project asked whether there were differences between staff and faculty in their understanding of campus norms related to diversity.

Literature Review

In order to understand the institutionalization process in university settings, it is helpful to understand the structure of the university and how faculty and staff arenas differ. In this effort, Henry Mintzberg's (1983) model of professional bureaucracies is helpful because it illustrates the importance of the faculty, the relationship between faculty and administrators, and potential structural mechanisms for change. Mintzberg characterizes universities and other large professional organizations as professional bureaucracies. In professional bureaucracies, the operating core, or the group who is responsible for the production of outputs, in this case the faculty, dominates. Professional bureaucracies tend to be decentralized and democratic with power resting in the hands of the operating core. The operating core, or faculty, tend to seek control of decisions that will have an impact on them. The power of the faculty is seen in examples such as the formation of faculty senates, the requisite approval of faculty in the hiring of administrators, and the control of faculty over the curriculum. Leaders in a professional bureaucracy have limited influence over the professionals in the bureaucracy. Administrators must often negotiate with faculty to determine the nature of the work administrators require. This means that administrators and leaders are unable to single-handedly set a vision for a university. Rather they must rely on persuasion and consensus building skills to engage the faculty (Kezar, 2007; Walvoord et. al., 2000; Cohen & March, 1986). Faculty socialization, promotion, and reward all happen primarily at the departmental or disciplinary level where the administration has little control. In fact, a university's leadership is only one of several potential competitors for a professional's attention (Leitko & Szczerbacki, 1987). In contrast, leaders can engage in a more hierarchical management approach with members of the support structure. They can set policy and reasonably expect compliance from staff (Mintzberg, 1983). Research in professional bureaucracies supports the idea that professionals seek to control their own work and have normative expectations about appropriate roles for administrators (Copur, 1990). Further, literature on academic departments and disciplines highlights the strength of the

academic discipline as a socializing force for faculty influencing most aspects of faculty work, including research and pedagogy (Zell, 2003; Silver, 2003; Biglan, 1973a, 1973b). There has been very little research on staff departments in higher education, so their influence is a matter under investigation for this research project.

While the structure of the university suggests two distinct areas of operation, models of change in higher education have tended to focus broadly on the entire institution without acknowledging that there may be differences within the organization. In their model of Inclusive Excellence, Williams, Berger and McClendon (2005) offer a comprehensive model of change for universities that emphasizes the need to include faculty, staff, and students as partners in and beneficiaries of university diversity efforts. This broad, inclusive approach is echoed by Birnbaum (1988), who emphasizes the need for buy-in from faculty, administrators and staff when reform efforts are initiated. Despite this recognition, little attention has been paid to the staff contribution to diversity efforts or the staff experience related to diversity on university campuses. This neglect is problematic given that staff make up approximately half of the employees on many college campuses (Rai & Kritzer, 2000) and are found in the most gender segregated jobs in the university such as clerical support and facilities maintenance (Kulis, 1997). If diversity efforts are going to result in comprehensive change, staff members cannot be left out of the picture.

Despite this neglect of staff, the literature on change in higher education does suggest some organizational-level factors that may influence the development of norms for diversity and gender equity. In this research, successful institutional change efforts were associated with a committed leader who engaged in consistent communication of the need for change (Newcombe & Conrad, 1981; Hanna, 1988; Hyer, 1985). Peterson et al. (1978) and Newcombe and Conrad found that when leaders did not exhibit a high level of commitment to the change, change efforts were much less successful. The need for faculty involvement in change efforts represented another consistent finding across these studies (Hanna, 1988). Models developed in the 1990s and 2000s identified other organizational-level factors that were important to consider when planning for change in higher education including broader more comprehensive goals for change and assessment or monitoring of progress (Smith et. al., 1997; Musil et. al., 1999; Williams, Berger & McClendon, 2005; Bensimon, 2004).

Another way to examine the impact of diversity initiatives in a university is to investigate the climate for faculty and staff. The literature on climate is relevant because it explores the influences on faculty and staff perception of their work environment. Climate researchers have identified factors at multiple organizational levels that are related to workplace climate. Individual-level factors that help predict climate are role identification, attitude toward teaching and research, satisfaction with one's academic department and perceived control over one's career (Olsen, Maple, & Stage, 1995), union status, age, gender, race (Vander Putten, McLendon & Peterson, 1997) education level, rank, length of employment, and family stress (Volkwein & Zhou, 2003).

The contribution of the department to faculty and staff climate is fairly clear. Vander Putten, McLendon and Peterson (1997) find that perception of climate varied across work units in the university they studied. This is something that Mayhew, Grunwald and Dey (2006) find as well. Volkwein and Zhou (2003) find that administrators who perceive their immediate work

environment as supportive of teamwork and who had positive interpersonal relationships in their workplace were more satisfied. In their review of factors affecting satisfaction for women faculty, August and Waltman (2004) note a number of departmental variables that have an influence on satisfaction including relationships with colleagues, support of department chair and equity and transparency in the tenure process.

Organizational-level variables examined in studies of faculty climate have included size, age quality, wealth, autonomy control, diversity/complexity, unionization, and campus location (Volkwein and Zhou, 2003). Organizational level predictors of climate had mixed results. Volkwein and Zhou find that they don't have much direct impact on employee satisfaction, but rather have an impact on work climate which in turn influences satisfaction.

Overall, organizational-level variables were less predictive of faculty or staff climate than were departmental and individual level variables. Departmental climate, the perception of supportive relationships and collegiality in the department was predictive of perception of climate. Also, for non-instructional staff and faculty, differences in climate were found across various work units. Individual-level variables were also predictive of perception of climate. Sex and race were fairly consistently predictive of perception of climate, although Johnsrud and Rosser (2002) found that neither was predictive of morale in their model. Union affiliation was a predictor in one model and various measures of individual-level perception were also predictive of climate.

This literature points to the need to include variables at all three levels when examining faculty and staff perception of their institution. Because there is much less literature on staff and none of the research directly compares faculty and staff, one of the key questions for this research is whether the indicators that are relevant for faculty are the same as those for staff. Mintzberg's work suggests that administrators have different relationships and influences on faculty and staff, and the literature on diversity initiatives suggests a number of mechanisms available to administrators who want to create more inclusive norms at their universities. The literature on climate adds other organizational levels to the picture, suggesting the need to include attention to the department as well as the individual when trying to understand how norms are developed and understood in university settings.

Research Questions:

The overarching research questions for this study are:

- 1) Are the contributors to faculty and staff perception of commitment to diversity different?
- 2) Do factors at different organizational levels influence faculty and staff differently?

Hypotheses

H1: The contributors to institutionalization will be different for faculty and staff.

H1a: Organizational-level variables will be stronger contributors to institutionalization for staff than departmental-variables.

H1b: Departmental-level variables will be stronger contributors to institutionalization for faculty than for staff.

Instrument

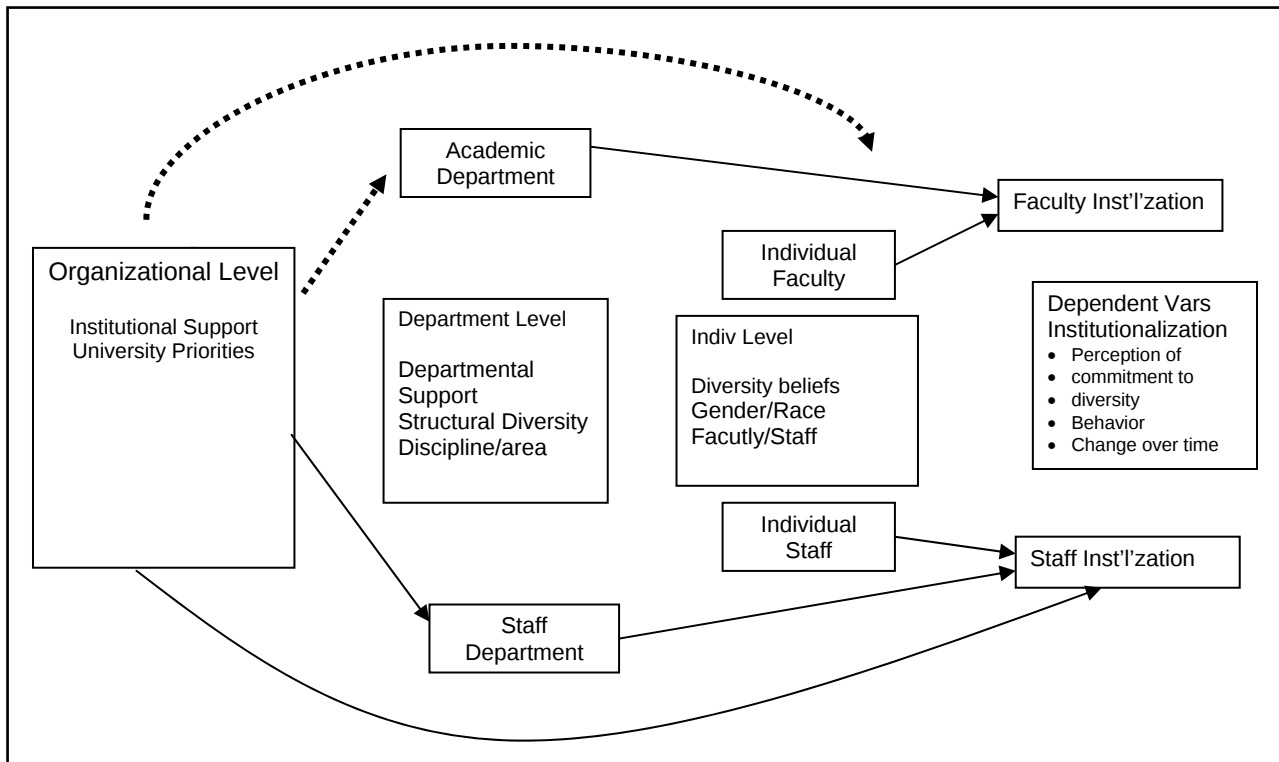
The survey instrument used for this study was developed by adapting questions from several existing diversity surveys including the HERI faculty survey, and surveys developed by Mayhew and colleagues (2006), and Colbeck (2002). This researcher developed survey questions to address constructs not represented elsewhere in the literature. While diversity is a multifaceted concept, the focus of this research is diversity related to gender and race. The questions on this survey related specifically to experiences with and perception of gender and race.

The survey was designed to measure a number of constructs related to diversity in the workplace such as perception of university support for diversity, departmental support for diversity, university priorities related to diversity, and personal attitudes related to diversity. Exploratory factor analysis was used to determine the underlying factor structure of the survey. After examination of factor loadings seven factors were identified. Scale reliability analysis was conducted using Chronbach's alpha. All scales had high alpha scores (above 0.8).

Variables

The dependent variable for this analysis is a factor titled Perception of University Commitment to Diversity designed to measure university norms related to diversity and gender equity. Independent variables represented three organizational levels, organizational-level variables (e.g. administration communication of diversity and university priorities related to diversity), departmental-level variables (departmental commitment, departmental structural diversity), and individual-level variables (race, gender, length of employment). Figure 1 presents a visual model of the variables included in this analysis.

Figure 1. Conceptual Model Predicting Faculty and Staff Perception of University Commitment to Diversity



Data and Methodology

Participants in this research study were staff and faculty from three large, urban-located, Western public universities. Staff and faculty were chosen to represent different areas of the university. Specifically, faculty departments were selected from the Social Sciences, Sciences, Professional Programs, Engineering, and Humanities. Staff departments were selected from Business Affairs, Academic Affairs, Student Affairs and Athletics. All staff and faculty from selected departments were invited to participate. A total of 1,311 staff and 971 faculty were invited to participate. A total of 606 staff returned surveys for a response rate of 46.2%. A total of 333 faculty returned surveys for a response rate of 34.3%.

Staff respondents were predominantly female (60.6%). Fifty percent (50.7%) were White; 44.4% were staff of color and 5% did not provide information about their racial/ethnic background. Staff from Academic Affairs (37%) and Business Affairs (33%) represented the largest groups of respondents. Athletics (12%) and Student Affairs (16.5%) represented smaller groups. Overall however the distribution of staff respondents among departments reflected the overall distribution of the sample.

Faculty respondents were predominantly male (59.2%) and predominantly White (69.6%). Faculty of color represented 23.4% of the respondents and 7% of faculty did not report a racial/ethnic information. Faculty respondents were relatively evenly distributed among

Humanities (22.8%), Professional programs (21.9%), Science (19.8%) and Social Science (24.9%) departments. Engineering faculty (9.3%) represented a smaller subset of the respondents. When compared to the sample, Social Science faculty were slightly over-represented among respondents and Engineering and Professional faculty were slightly underrepresented.

Analysis

All of the hypotheses and the research question were addressed through the development of regression models. Before conducting the regression analysis to test the model, exploratory factor analysis was conducted to examine the underlying structure of the survey items. The analysis revealed a nine factor solution consistent with the survey design and intent (see Table 6). One item, “At X University, there is a widespread sentiment that too much time and money is spent on diversity issues” did not load onto any factor. The nine factors identified were: Institutional Priority, Personal Attitude, Departmental Support, Perception of Commitment to Diversity, Change Over Time, Confronting Discriminatory Remarks, Remaining Silent During Discriminatory Comments, Behavior-Involvement in Diversity Activities and Behavior-Course delivery. The course-behavior factor was derived from the factor analysis conducted on the faculty data. Table 1 indicates the item loadings and Cronbach’s alpha for each scale. Following factor analysis, the data were divided into faculty and staff groups and regression analyses were conducted separately for each group. For each group, the hierarchical regression analyses involved entering variables into the equation in four blocks. Because a key question of this research was related to the influence of organizational-level variables beyond the influence of individual- and departmental-level variables, the initial step was entering individual-level demographic variables into the equation as a first block. Those were followed by individual professional variables and the personal diversity belief scale as a second block. The department-level variables were entered as a third block. Finally, the organization-level variables were entered as a fourth block.

TABLE 1

Variable Names, Loadings and Reliability of Factors in Full Model

Scale and Individual Item Measures	Loading	α
Dependent Variables		
<i>Institutionalization of Diversity and Equity</i>		
1. Perception of university commitment to diversity		.84
Emphasis on importance of diverse students	-.86	
Respect for diverse values is a part of this university’s success	-.85	
Respect for people from diverse backgrounds is an important part of our work	-.75	
Diversity is a key strategy	-.71	
Only care about diversity because of legal requirement	-.46	
Subtle discrimination is permitted	-.46	
2. Change over time		.83
More welcoming for ethnic racial/minorities	.88	
Increased emphasis on diversity	.85	

More welcoming place for women	.76	
3. Behavior - general involvement – Participated in:		.81
Committee related to racial/ethnic minority issues	.81	
Leadership role for committee or event related to gender or race	.73	
Committee related to gender issues	.67	
An event related to gender or race	.62	
Diversity conferences, workshops, or training	.57	
4. Behavior – course delivery (Faculty only)		.85
Included readings on ethnic, racial, or cultural diversity in a course	.91	
Included reading on gender or women's issues in a course	.87	
Taught a course specifically focused on ethnicity, race or multicultural issues	.69	
Taught a course specifically focused on gender or women's issues	.47	
Independent Variables		
<i>Organizational-level</i>		
1. University Priorities		.93
Representation of women among faculty	.90	
Racial equality for faculty	.89	
Representation of minorities among faculty	.88	
Gender equity for faculty	.86	
Representation of women among administrators	.61	
Representation of minorities among administrators	.58	
Representation of minorities among staff	.56	
Gender equity for staff	.55	
Recruit more diverse students	.52	
Representation of women in the curriculum	.51	
Create a diverse multicultural environment	.51	
Integrate diversity into overall university operations	.50	
Integrate multicultural perspectives into the curriculum	.48	
<i>Departmental-level</i>		
1. Departmental commitment		.91
Concerns about racial issues are taken seriously	.91	
Concerns about gender issues are taken seriously	.85	
Committed to enhancing the climate for all employees	.82	
Emphasizes the importance of diversity to our work	.70	
Supportive of multicultural courses (faculty only)	.76	
Supportive of courses about women or gender (faculty only)	.78	
<i>Individual-level</i>		
1. Personal beliefs		.82
Discrimination based on race is no longer a problem	.74	
Discrimination based on gender is no longer a problem	.78	
Husbands and wives are generally treated equally	.73	

It's easy to understand women's groups' concerns	.55	
White and minority people are generally treated equally	.71	
It's easy to understand minority groups' anger	.43	
2. Confront discriminatory remarks		.94
Confront someone for telling a racially offensive joke or story	.97	
Confront someone for telling a joke or story that was offensive to women	.90	
3. Remained silent during discriminatory remarks		.94
Remained silent while others told a racially offensive joke or story	.95	
Remained silent while others told a joke or story that was offensive to women	.91	

Results

The regression model was slightly different for faculty and staff and predicts different levels of variance for faculty and staff (67.8% and 52.6%, respectively). Variables at all three organizational level contribute to each model.

Contributors to Perception of Commitment to Diversity

The regression analyses for this study specifically focus on the factors that contribute to faculty and staff perception of university commitment to diversity. While the t-test reveals that small differences exist between faculty and staff perception of their University's commitment to diversity, further exploration using regression analysis revealed the contributors to that perception for each group. Table 2 presents the results of the regression analyses.

TABLE 2

Summary of Regression Analysis Predicting Staff and Faculty Measures of Perception of Commitment to Diversity

	Staff	Faculty
<i>R² Total</i>	52.6	67.8
<i>Block 1 - Demographics</i>		
<i>R² Change</i>	4.6	10.7
Gender (male)		
Race (white)	neg***	neg***
Age		neg**
Less than 4 yrs college (Bachelors)		
Some Grad (Bachelors)		
Masters or more (Bachelors)		
<i>Block 2 - Professional/Attitudinal Characteristics</i>		
<i>R² Change</i>	2.4	4.8
Length of employment		
Union status (member)		
Hourly pay (salary)		
Not on tenure track (Tenured)		

Tenure track (Tenured)		
Assistant Prof (Prof)		
Associate Prof (Prof)		
Personal attitude toward diversity		
<i>Block 3 - Department</i>		
<i>R² Change</i>	22.4	22.5
More women (More men)		
Equal men and women (More men)		pos*
More minority (more White)		
Equal White and Minority (more White)		
Departmental support	pos***	pos***
Athletics (Academic Affairs)		
Business Affairs (Academic Affairs)		
Student Affairs (Academic Affairs)		
Engineering (Social Sciences)		
Humanities (Social Sciences)		
Professional (Social Sciences)		
Science (Social Sciences)		
<i>Block 4 - Organizational</i>		
<i>R² Change</i>	23.2	29.8
Administrator communicate respect for diverse people and viewpoints	pos***	pos***
Administrator communicates a clear vision	pos***	pos***
University priority - staff hiring and climate		
University priority - faculty hiring and climate	neg***	
University priority – creating an inclusive environment	pos***	pos***
University priority – recruiting diverse students		
University priority - diversity in the curriculum		
University priority – institutional vitality – administrator diversity and overall operations		neg*
University 1 (Univ 2)	pos***	
University 3 (Univ 2)	pos***	

*p<.10

**p<.05

Hypothesis 1

To test H1a (i.e., for staff, organizational-level factors would have a larger impact on staff institutionalization than would departmental factors) and H1b (i.e., for faculty, departmental-level indicators would be larger contributors to institutionalization than would organizational-level indicators), the changes in R^2 for the blocks of departmental variables and the blocks of organizational variables in the regression analyses were compared. The R^2 change indicates the contribution of each of those blocks to the overall explanation of variance for the equation (Field, 2005). For the staff model, the departmental and organizational blocks of variables each accounted for approximately 22% of the variance. H1a was not supported. However, the finding was not that organizational variables were unimportant influences on staff perception of university commitment to diversity; rather, departmental variables were equally as important. For faculty perception of commitment to diversity, the departmental block contributed significantly and explained 23% of the variance in the model, but less than the organizational block, which explained 30% of the variance in the model. For faculty, the contribution of the

department was not greater than the contribution of the organization to the perception of commitment to diversity H1b was not supported.

Overall Model

Faculty. The regression model developed during this research accounts for 67.8% of the variance in faculty perception of university commitment to diversity. At the organizational level, administrator commitment to diversity and university prioritization of an inclusive environment were positively related to faculty perception of university commitment to diversity. A university priority of administrator diversity and the inclusion of diversity in overall operations was negatively related to faculty perception of university commitment to diversity. When administrators demonstrated commitment to and respect for diverse perspectives, when administrators communicated a clear vision for diversity and when faculty perceived that an inclusive environment were priorities for the university, faculty perceived greater commitment to diversity at the university.

At the department level, there were fewer significant predictors in the model. There were no differences among academic disciplines. Departmental racial/ethnic structural diversity also did not have a significant effect. The gender diversity did have an influence. Faculty who worked in departments with approximately equal numbers of men and women perceived greater commitment to diversity from their universities. Departmental commitment to diversity also had a significant effect on faculty perception of commitment to diversity. The more supportive the department the more a faculty member perceived the university to be committed.

Individual-level professional variables were not predictive of faculty perception of university commitment to diversity. Rank, tenure-status, union status and length of employment were all unrelated to the dependent variable for this research.

At the individual level for faculty race and age were significant predictors. A faculty member's age was a significant negative predictor of the dependent variable; younger faculty perceived greater university commitment to diversity. When compared with White faculty, faculty of color perceived less commitment to diversity at their universities. Gender and personal attitude toward diversity were not related to perception of commitment to diversity for faculty.

Staff. For staff, a regression model using the same independent variables predicting perceived commitment to diversity accounted for 52.6% of the variance in the dependent variable. As with faculty, variables at the organizational-, departmental-, and individual-levels were all significant in the model.

At the organizational level, administrator commitment to respect for diverse perspectives, administrator communication of a clear vision for diversity, and university priority related to creating an inclusive environment were positively related to perception of commitment to diversity. A university priority related to hiring diverse faculty was negatively related to staff members perception of university commitment to diversity. Unlike faculty, for staff, there were differences among the three universities in the study. Staff at Universities 1 and 3 perceived greater commitment to diversity than staff at University 2.

At the department level, for staff, there were no significant differences among departments and no differences related to structural diversity. Departmental support was the only significant positive predictor of staff perception of university commitment to diversity at the department level. When staff members' departments were supportive of diversity, they perceived greater commitment to diversity at the university.

At the individual level, no professional variables were significant. There was no effect for union status, length of employment or salary status.

Of the variables related to staff demographic characteristics, only race was an important predictor. Compared to White staff, staff of color perceived lower levels of commitment to diversity at their universities.

Discussion

While there has been a great deal of literature related to faculty and diversity and there has been some investigation of staff perception of diversity, the weight of research has been on faculty. Further, there has been no examination of the two groups together. This research begins that work. This is important because as diversity initiatives focus on institutional transformation, attention needs to be paid to the entire university. This research compares the factors that contribute to the perception of commitment to diversity for faculty and staff; valuable information to the people who design and implement diversity initiatives on university campuses. It reveals that multiple levels of the organization are important and that a diversity initiative must include broad organizational as well as department focused activities in their efforts.

The model of professional bureaucracy was tested by examining the influence of the organizational and departmental blocks of variables on the dependent variables for faculty and staff. One hypothesis predicted that, given the hierarchical structure of staff areas, organizational-level variables would make a larger contribution to the measures of institutionalization for staff than department variables. This hypothesis was not supported. The two blocks contributed similarly to measures of institutionalization for staff. It should be emphasized that the hypothesis was not rejected because the organization-level variables were unimportant, but because departmental variables were equally as important in understanding staff members' perception of commitment to diversity.

A second hypothesis predicted that departmental variables would be better predictors of the measures of institutionalization for faculty than organizational-level variables. This hypothesis was also not supported. Organizational-level variables contributed more to the faculty perception of commitment to diversity. For both faculty and staff, administrative vision and respect for diverse viewpoints and people were predictive of perception of university commitment to diversity.

These findings together indicate that administrators have an influence over how much diversity commitment staff and faculty perceive from their university. This is consistent with findings about the importance of leaders in universities establishing an agenda for the entire organization. The importance of the communication of a clear leadership vision supports

previous findings about the role of leadership in higher educational change initiatives (Newcombe & Conrad, 1981; Hanna, 1988; Hyer, 1985; Bensimon et al., 2004; Williams, Berger & McClendon, 2005; Smith & Wolf-Wendel, 2005; Green, 2004). While this finding is consistent with previous research, its strong relationship to both staff and faculty is important to emphasize. When leaders articulate a clear vision for diversity, its impact is not only on staff, but also on faculty in the organization. In this study, the articulation of a leadership vision and organization members' sense that top administrators were committed to inclusion of diverse people had more influence than any specific institutional priority related to diversity. This is consistent with Mintzberg's description of professionals (faculty), but not staff. This suggests that for both faculty and staff, administrators serve the function of articulating a leadership vision.

The importance of the department for both staff and faculty found in this research is something not included in Mintzberg's (1983) model. Mintzberg does note that "the standards of the professional bureaucracy originate largely outside its own structure, in the self-governing associations its operators join with their colleagues from other professional bureaucracies" (p. 192) and briefly mentions functional units, such as departments, but does not indicate their importance or interaction with other parts of the organization. In the case of higher education, adding the department helps elucidate the model of professional bureaucracies. Further research is needed to understand the interaction of organizational initiatives and departments so that a clearer picture of the institutionalization process can emerge.

The investigation of influences on faculty and staff perception of commitment to diversity revealed similar significant variables for each group. At the organizational level, for both faculty and staff it is important that the administration is committed to diversity, communicates a clear vision for diversity and that the university prioritizes the creation of an inclusive environment. This finding mirrors other research on change (Bensimon et al., 2004; Smith & Wolf-Wendel, 2005; Green, 2004). Leadership is extremely important. It is not enough that leaders are committed, they must communicate that commitment through a vision for diversity and through the prioritization of diversity efforts. When administrators are clear and supportive, both faculty and staff understand that the norms of the institution support diversity. While the prioritization of an inclusive environment had a similar impact for faculty and staff, the fact that other university priorities had different impacts for faculty and staff and that there were negative relationships suggests that not all diversity activities have a consistent effect across the university.

At the department-level, departmental support was critical to both faculty and staff. This finding is important because it indicates that even after accounting for the influence of committed university leadership, a staff or faculty member's department has a significant influence on their perception of institutional commitment to diversity. When a person's immediate work environment is supportive of diversity, then the person perceives the workplace to be supportive of norms related to diversity. Departmental affiliation or academic discipline and departmental structural diversity were not important predictors for either group. This is somewhat surprising given the literature that emphasizes the differences among academic disciplines (Gumport & Snyderman 2002) and the impact of structural diversity on creating a welcoming climate (Pike & Kuh, 2006; Kanter, 1977). It may be that by capturing and

controlling for departmental support for diversity the differences among departments are minimized.

At the level of the individual faculty or staff member, race was a consistent negative predictor of perception of commitment to diversity, indicating that even after accounting for organizational and departmental factors, faculty and staff of color perceive less commitment to diversity than their white colleagues. Given the research that documents minority faculty lack of fit (Aguirre, 2000), institutional racism (Turner & Meyers, 2000; Menges & Exum, 1983), and bias in hiring and promotion processes (Turner & Meyers, 2000; Blackwell, 1996), it is not surprising that faculty of color would perceive less university commitment to diversity. Staff of color may experience a similar lack of fit with the university. These findings about individual differences, even after accounting for departmental and organizational commitment, reveal that there is still work to do to create environments that are welcoming for all groups. This serves as a reminder to diversity administrators that even if there is a consistent vision from campus leadership and departments are supportive, that individuals in the university will interpret those efforts differently. It also reminds diversity practitioners of the particular salience of race and the need to continue to attend to race and the racial climate on campus.

Another question this research addressed was whether the hypothesized model was an accurate representation of institutionalization for faculty and staff. While some older models related to change in a university focused on indicators at the organizational level (Newcombe & Conrad, 1981; Hanna, 1988; Hyer, 1985) and some diversity climate studies have added individual level variables to the mix, few researchers have developed models that include variables at all three levels. In the current study not all variables at each level were significant predictors in the model but it is evident that it is important to include variables at each level when considering faculty and staff understanding of a university's commitment to diversity. For administrators of diversity programs, this is an important reminder of the complexity of people's understanding of diversity. While diversity efforts may primarily take place at the organizational level, and commitment and prioritization from the administration is important, the departmental support is also a crucial factor and there are individual-level characteristics that have an influence as well. When attempting to create strong norms in support of diversity, it important for administrators to communicate clear commitment to diversity and prioritize diversity efforts, but they must also engage both faculty and staff departments.

Given the dearth of literature on diversity climate and experience for staff, the model used in this research was developed based on general research related to change in university settings related to diversity and on the literature related to faculty models. What results are similar indicators for faculty and staff. This is an important finding. It is also important to recognize the difference in variance accounted for by the two models. For faculty the model accounts for 68.6% of variance; for staff 52.3%. This indicates that the model developed using literature related to faculty does not fit staff as well. There are contributors to staff perception of commitment to diversity that this model is not capturing. There may be several explanations. First, faculty's role is fairly well defined so that even across departments, they are engaged in similar behaviors and these behaviors can be included in the model. Things such as teaching and research are common across faculty and allow me to control for those in the model. Staff work is much more varied. This research included accountants, librarians, academic advisors, and athletic coaches. It is more difficult to define common elements of staff members' work

experience to specify and include in the model. It may be that there is not one model for staff, but several depending on the kind of job.

Conclusion

The findings emerging from this preliminary comparison of faculty and staff perception of university commitment to diversity reveal that while the contributors to faculty and staff perception are similar there are still a number of questions left to be explored. Additional investigation of the factors related to staff perception of university commitment is needed. The explication and operationalization of additional work factors for staff may contribute to the overall understanding of the important distinctions among staff and between faculty and staff. Also, given the importance of department commitment to diversity, an understanding of the kinds of things that lead a department to commitment is important. This is not an area I have examined yet, but will look to existing literature for possible recommendations.

Finally, while there are still a number of areas in need of investigation, even this preliminary analysis reveals findings that are important for administrators as well as others who are interested in moving diversity initiatives toward the point of normative institutionalization. A clear, strong message about the importance of diversity is important for both faculty and staff. While this may seem like common sense, it bears repeating. It is not enough to engage in activity, it is important to communicate a clear consistent vision and to prioritize activities related to diversity. Additionally, departments must be enlisted in diversity efforts. While this has consistently been shown for faculty, the importance of the department to staff has not been fully discussed. A broader discussion of diversity efforts including attention to staff will move universities further toward the ideal of creating inclusive work and learning environments.

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